

LANDRUM HIGH
102 Redland Road
Landrum, South Carolina 29356

GRADES 9-12 High School

ENROLLMENT 402 Students

PRINCIPAL Susan S. Vasquez 864-457-2606

SUPERINTENDENT James A. Littlefield 864-472-2846

BOARD CHAIR C. Hugh Burnett 864-472-2846

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	4	0	0	0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Good	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Good	No
2004	Excellent	Excellent	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	76.5	N/A	N/A	81.6	N/A	N/A
Passed 1 subtest	14.3	N/A	N/A	10.1	N/A	N/A
Passed no subtests	9.2	N/A	N/A	9.2	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	96.9%	96.9%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	21.1	23.0
Seniors who met the SAT/ACT requirement	21.1	23.8
Seniors who met the grade point average	57.9	58.5

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	81	287
Number of Diplomas	70	234
Rate	86.4%	82.3%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	64	96.9	76	21.1	81	86.4	YES
Gender							
Male	25	96.0	32	18.8	35	82.9	N/A
Female	39	97.4	44	22.7	46	89.1	N/A
Racial/Ethnic Group							
White	60	98.3	70	22.9	75	90.7	N/A
African-American	3	I/S	3	0.0	3	I/S	
Asian/Pacific Islander	1	I/S	0	N/A	0	N/A	N/A
Hispanic	0	N/A	2	I/S	2	I/S	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	59	96.6	68	23.5	71	91.5	N/A
Disabilities other than speech	5	100.0	8	0.0	10	50.0	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	64	96.9	76	21.1	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	64	96.9	76	21.1	80	87.5	N/A
Socio-Economic Status							
Subsidized meals	6	83.3	17	5.9	19	73.7	N/A
Full-pay meals	58	98.3	59	25.4	62	90.3	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	98	100.0	10.4	29.2	34.4	26.0	69.8	YES	YES
Gender									
Male	52	100.0	13.7	23.5	37.3	25.5	72.5	N/A	N/A
Female	46	100.0	6.7	35.6	31.1	26.7	66.7	N/A	N/A
Racial/Ethnic Group									
White	91	100.0	11.1	26.7	35.6	26.7	71.1	YES	YES
African-American	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	82	100.0	6.3	26.3	36.3	31.3	76.3	N/A	N/A
Disabled	16	100.0	31.3	43.8	25.0	N/A	37.5	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	98	100.0	10.4	29.2	34.4	26.0	69.8	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	98	100.0	10.4	29.2	34.4	26.0	69.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	26	100.0	19.2	42.3	23.1	15.4	42.3	I/S	I/S
Full-pay meals	72	100.0	7.1	24.3	38.6	30.0	80.0	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	98	100.0	22.9	25.0	37.5	14.6	60.4	YES	YES
Gender									
Male	52	100.0	21.6	19.6	35.3	23.5	68.6	N/A	N/A
Female	46	100.0	24.4	31.1	40.0	4.4	51.1	N/A	N/A
Racial/Ethnic Group									
White	91	100.0	23.3	25.6	36.7	14.4	60.0	YES	YES
African-American	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	82	100.0	15.0	26.3	43.8	15.0	66.3	N/A	N/A
Disabled	16	100.0	62.5	18.8	6.3	12.5	31.3	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	98	100.0	22.9	25.0	37.5	14.6	60.4	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	98	100.0	22.9	25.0	37.5	14.6	60.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	26	100.0	38.5	26.9	23.1	11.5	46.2	I/S	I/S
Full-pay meals	72	100.0	17.1	24.3	42.9	15.7	65.7	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
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Students (n= 402)

Retention rate	1.6%	N/A	7.8%	9.1%
Attendance rate	94.8%	Down from 96.1%	95.8%	96.0%
Eligible for gifted and talented	11.0%	Down from 11.9%	11.4%	5.8%
With disabilities other than speech	14.8%	Up from 14.4%	11.5%	12.7%
Older than usual for grade	2.5%	Down from 4.7%	7.1%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Down from 1.1%	1.5%	1.6%
Enrolled in AP/IB programs	11.4%	Down from 19.2%	19.9%	10.2%
Successful on AP/IB exams	53.6%		63.8%	53.8%
Annual dropout rate	2.2%	Down from 5.1%	2.3%	2.7%
Career/technology students in co-curricular organizations	0.0%	No change	0.8%	3.6%
Enrollment in career/technology center courses	225	Up from 192	690	466
Students participating in worked-based experiences	39.2%	Down from 41.8%	17.6%	25.7%
Career/technology students mastering core competencies	81.9%	Down from 83.6%	77.1%	77.7%
Career/technology completers placed	N/A	N/A	100.0%	99.3%

Teachers (n= 32)

Teachers with advanced degrees	65.6%	Up from 60.0%	59.8%	52.0%
Continuing contract teachers	90.6%	Down from 91.4%	85.7%	82.1%
Highly qualified teachers**	92.3%	N/A	90.5%	89.5%
Teachers with emergency or provisional certificates	0.0%		6.1%	8.6%
Teachers returning from previous year	92.7%	Up from 87.8%	89.0%	86.2%
Teacher attendance rate	96.7%	Up from 96.5%	95.9%	95.3%
Average teacher salary	\$43,076	Up 2.5%	\$42,433	\$41,060
Prof. development days/teacher	10.5 days	Down from 12.1 days	10.6 days	10.6 days

School

Principal's years at school	1.0	Down from 3.0	4.0	3.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 21.2 to 1	27.5 to 1	26.4 to 1
Prime instructional time	90.3%	Down from 91.3%	90.8%	90.0%
Dollars spent per pupil*	\$9,414	Up 6.2%	\$6,091	\$6,310
Percent of expenditures for teacher salaries*	58.3%	Up from 57.1%	58.2%	57.9%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	95.7%	Down from 99.0%	87.2%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	86.8%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The trademark of our school continues to be strong parent/community support, a committed staff and focused students. Due to the efforts of these groups working together, our 2003-2004 school year experienced various successes. Holistically, students at Landrum High School enjoyed a superb year of honors and successes. Collectively, this year's senior class amassed well over 2 million dollars in scholarships, and 16 received LIFE Scholarships. Three students were named Palmetto Fellows. Our school was recognized as one of the top ten schools statewide for SAT improvement, surpassing the national average. This is the third consecutive year for SAT gains. Moreover, we received the Palmetto Silver Award. Our AP program is flourishing and our distance education program continues to expand course offerings.

While academic achievement is our chief priority, strides were made in other areas as well. Our Beta Club celebrated their 70th year. Given that Landrum High is the charter club, the National Beta Club helped us celebrate with our induction ceremony this year. Student projects included "Pennies for Patients," Spartanburg Blood Bank and March of Dimes. Awards in various areas included our website which won the SCNSPRA award for excellence and our journalism and newspaper programs which received numerous state awards.

On May 6th, we held a groundbreaking ceremony that marked the beginning of construction, and we look forward to seeing more construction take place in the upcoming year.

In extracurricular areas, we had accomplishments as well. Athletically, we had three teams who were named region champs this year. In addition, we had several of our students honored with All Region, All State, All Area and All Academic awards. We are fortunate to have excellent coaches who encourage students to participate in sports; well over one-half of our student body participates in a least one sport. As far as our Fine Arts programs are concerned, our band and strings students participated in several contests in the area and consistently scored well. In addition, students in our art program did very well in local art shows. We have over one-third of our students involved in our fine arts programs.

Our focus continues to be writing, reading and assessment. We have implemented three new programs to further enhance student achievement and teacher development in these areas. First, our seniors completed their first year of senior projects with enormous success. We are looking forward to enhancing the upcoming senior projects with information gathered from this year. Secondly, our ninth grade transition program will be an expanded version of the ninth grade academy that was put into action last year. It will include the entire ninth grade. Finally, we have spent many hours this year working on a life diploma and are looking forward to putting that into place for the upcoming year. All in all, we work as a school to improve reading and writing through feedback we receive through our assessments. We believe these programs will help strengthen our focus areas.

Susan Vasquez, Principal
Patrice Page, SIC chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	73	18
Percent satisfied with learning environment	96.8%	76.4%	88.9%
Percent satisfied with social and physical environment	93.5%	87.3%	72.2%
Percent satisfied with home-school relations	84.4%	88.9%	72.2%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.